

PROFESSIONAL ETHICS: MODERN VALUES AND ITS ROLE IN PEDAGOGY

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Abstract: *In the multipolar, multi-temporal, contradictory development of society, new modes of morality like moral relations, moral values and moral regulation are formed, different from traditional types, characterized by a high degree of elasticity, variability, metamorphoses of their manifestations. In these conditions, professional ethics play a special role as goal-setting and norm-setting systems that provide a synergetic effect of the progressive development of the spiritual and moral sphere of society, the activation of human vitality, and the resolution of social problems.*

Keywords: *morality, morals, professional ethics, moral collisions.*

Introduction

The current situation in the world is characterized by crisis phenomena, which, due to their scale and significance for society, acquire the character of global processes, events affecting both the destinies of individuals, states, and civilizations as a whole. Radical changes are taking place today in many spheres of human life, they are most acutely and painfully reflected in his spiritual world, transforming fundamental ethical values, moral norms and ideals.

Literature review: The article reveals and shows the topic of teacher etiquette. The practical activity of a teacher does not always correspond to the norms of professional ethics, which is caused by the complexity and contradictions of pedagogical practice, therefore one of the important tasks of pedagogical ethics is to study the state of the teacher's moral consciousness. Ethical and sociological methods make it possible to study the teacher's ethical erudition, value orientations, moral upbringing and the nature of collective relationships. Professional ethics are generally called codes of conduct that ensure the moral nature of those relationships between people that arise from their professional activities. A feature of professional ethics is its close connection with the activities of members of a particular group and inseparable unity with the general theory of morality.

Research methodology: In the research were used various scientific articles from the other scientists, as well as books on the ethics based on pedagogy and on education system. Books of different languages were used on the themes about professional ethics. Newspapers, magazines and scholarly articles were used and the collected ideas were written and discussed.

Analysis and results: The theme was discussed with other students and only the main important reasons and details were discussed and written in the article paper of the theme.

The nature of the social is largely based on moral foundations, their absence is not made up for by law, religious faith, art, or anything else. Having a stable character of manifestation in society, the ethical phenomenon acts as a significant aspect of human life, that part of it that plays the role of a spiritual core, ideological foundation, beliefs of the individual, its moral worthiness.

Today we can talk about a new type of morality, moral relations, built and mastered on the symbiosis of heterogeneous values, subject to transformational changes, breaking all previous ideas about the good and humanity, justice and responsibility, blurring the ideals and images of the future. The importance of the moral factor in professional spheres of activity is increasing, especially where the life, health, safety of a significant number of people, the fate of not only individual citizens, the interests of societies and states, but also the future of civilizations as a whole depend on the actions of specialists.

Modern conditions generate new challenges and threats, requiring the mobilization of all human efforts, when spiritual and moral foundations act as a guarantor of not only adequate and reasonable, but also truly humane actions.

In public practice, professional ethics are becoming increasingly important, synthesizing life-meaning values, providing a person-oriented orientation of activity, regulation of relations, and development priorities. The actualization of the issue is also due to a number of other circumstances. Firstly, there is an increasing need not only for a theoretical understanding of modern spiritual and moral problems, but also for the practical development of scientific developments and discoveries that reach the "ultimate" levels of ideas about human capabilities. This requires attention to moral goals, morally justified means of achieving them, and a balanced choice of solutions.

Secondly, crisis phenomena in the spiritual and moral sphere increasingly acquire the character of long-standing problems, which, against the background of changes in people's ideological positions, transformations of value-normative foundations, exacerbate moral conflicts in professional spheres of activity. There is a socio-ethical poly-problem of the type: "killing doctor", "lying politician", "dishonest trader", "corrupt judge", "selfish defender of the Fatherland", etc., going against the civilized norms and principles of the functioning of society.

Thirdly, a new type of morality is being formed in society, reflecting modern mores, in which traditional ethical norms have been revised, which gives rise to modified forms and ways of relations that are being mastered today in the socio-cultural space.

In addition, the "mechanical rationing" of professional ethics practically reduces it to etiquette – a simplified regulation, which is not entirely correct, due to interrelated, but at the same time different in nature phenomena. The reduction of professional ethics to a set of norms, rules, and requirements, which is widespread not only in domestic, but also in foreign science, reflects only its normative and functional aspect. At the same time, the actions of a professional are based on a complex set of motives, principles, motives, and public practice itself is saturated with various contradictions in which ethical antinomies do not find clear prescriptions for their resolution.

Therefore, the above interpretation of professional ethics does not fully satisfy the epistemological criteria, the logical rigor of reasoning and the objective nature of the phenomenon itself. The problem is seen as poly-structural, where there are both phenomenological, epistemological, ontological, axiological and other aspects. Accordingly, approaches are needed to cover the full versatility of this phenomenon. In this regard, attempts to study the origins of professional ethics, reflecting the objective patterns of its appearance and development, are well justified.

The objective-historical approach attracts attention, in which the process of professionalization transforms the holistic form or structure. This leads to the emergence of social order dependencies between "professional doing of something" and increased demands on the person performing these actions. The manifestation of ethical norms in the profession is objective, at least in two aspects: firstly, the subject of professional relations is a carrier of the spiritual, moral due to its social nature, and secondly, in the modern system of cooperation efforts, mutually binding relationships are built, increasing the dependence of people on each other, which inevitably leads to the emergence of moral responsibility. The nature of such dependence is obvious, since it is reflected in the elements of social organization, building relationships, realizing the need for mutual responsibility of community members. Differentiation of types of activity as a historical process of development of human relations is natural, but the natural condition for this is the cooperation of efforts in the joint solution of tasks. This, in turn, creates special requirements for the personality of a professional, since the highest possible result is expected from him.

Regulatory requirements of pedagogical ethics of professional activities are formed on the relevant provisions of the two components of the general ethics - professional and pedagogical. Professional ethics is seen as a code of conduct that ensures the moral character of those relationships between people who arise in the process of their professional activities. Her feature is a close relationship with the activities of members of a particular educational, production and so on, the group and inseparable unity with the general theory of morality. Pedagogical ethics is an independent branch of ethical science and studies features of pedagogical morality, finds out the specifics of the implementation of general principles morality in the field of pedagogical work, reveals its functions, specifics content of principles, ethical categories and rules.

Also pedagogical ethics reveals the moral nature of the professional activities of specialists in the field education, moral relations in the professional environment, the foundations of pedagogical etiquette of people professionally involved in training and education. The first elements of pedagogical ethics appeared along with the emergence of pedagogical activity as a special social function. Society's need transfer their experience and knowledge to the younger generations brought to life a system school education and gave rise to a special type of socially necessary activity - professional teaching activities.

Pedagogical duty is one of the most important categories of pedagogical ethics. In her ideas about the totality of requirements and moral prescriptions are concentrated, presented by society to the personality of the teacher, to the fulfillment of his professional responsibilities. They provide for the implementation of certain (mainly intellectual) labor functions, the correct construction of relationships with students, their parents, work

colleagues, a deep awareness of their attitude to chosen profession, student and teaching staff and society as a whole. The basis of professional pedagogical duty is objective and the actual needs of society in the training and education of the younger generations. AT it also provides for the need for a creative attitude to one's work, a special exactingness to oneself, the desire to replenish professional knowledge and improve pedagogical skills, the need for a respectful and demanding attitude to students and their parents, the ability to resolve complex professional conflicts activities.

Pedagogical honor in pedagogy is a concept that expresses not only awareness teacher of his importance, but also public recognition, public respect for his moral merit and qualities. A highly developed awareness of individual honor and personal dignity in the profession of a teacher stands out clearly. If they are in their behavior and interpersonal relationships, the requirements imposed by society on the ideal are violated teacher, then, accordingly, a disregard for professional honor and dignity. The honor of a teacher is a public assessment of his real professional virtues that are manifested in the process of fulfilling his professional duty. Pedagogical authority is the moral status of a teacher in a team students and colleagues, a kind of discipline through which an authoritative and respected teacher regulates the behavior of students, influences their beliefs. Pedagogical authority depends on the previous moral and ethical and psychological and pedagogical training of the teacher.

Its level is determined by the depth of knowledge, erudition, skill, attitude to professional activities, etc. Pedagogical consciousness is considered as awareness (understanding and acceptance) teacher of the norms of his behavior, the nature of relationships in society and values qualities of the human personality, which is fixed in the views, ideas, feelings and habits. Public consciousness gives a generalized theoretical and ideological substantiation of morality as a social phenomenon. At the same time, in individual moral consciousness also reflects the specifics of the environment with which a person constantly interacts, which significantly affects the formation of moral views of the teacher, his moral consciousness. One of the elements of moral consciousness is his awareness of moral values and understanding of how perception of these values by his pupils. The basis for the formation of moral views is the knowledge of the principles, requirements and norms of morality and their specific reflections in pedagogical activity. The transition from pedagogical consciousness to moral practice is revealed by a special category of pedagogical ethics, considered as a pedagogical tact. It's connected with the fact that the moral creativity of the teacher includes a number of components, among which the most important are such as understanding the norm and its significance in relation to society, the teaching profession, understanding the complex circumstances of the situation and conditions of its occurrence, the need to choose the best type of act in accordance with moral and pedagogical norm.

Conclusion

The phenomenon of morality, having a universal property not only to be present in various spheres of human activity, but also to actively influence it, determines the interest of specialists in studying its manifestations. With insufficient clarity, but the subject field was formulated, meaningfully including the phenomenological foundations of morality in the professional spheres of human activity. Today, medical ethics, ethics of a journalist, legal ethics, political ethics, ethics of a soldier, pedagogical ethics, etc. are especially well-known.

New modes of professional ethics are formed within the framework of not only professions, but also specialties, for example, bioethics, eco-ethics, computer ethics (unites many areas), ethics of real estate, etc. One way or another, professional and ethical neoplasms are based on fundamental ethical foundations, mastered moral experience.

Currently, the problems of professional ethics are being actualized, which, within the framework of post-non-classical science, acquires new intentions due to the transition to higher levels of the structural organization of society, the complexity and multidimensionality of social reality. All this leads to the need for new research in those social dimensions where ethics acts as an integral education (system) included in a broader system of social relations. According to the author, modern paradigms of socio-philosophical knowledge are associated with the humanistic orientation of the development of the human community, which brings professional and ethical problems to the level of universals.

The development of professional ethics is a process reflecting the dialectical interrelation of social trends and its own logic of functioning, the heterochrony of which determines the contradictory nature of interaction, the presence of bifurcation points and, as a consequence, the disequilibrium of the system. Currently, the professional ethics of an employee is in a state of dynamic balance between regressive and progressive vectors of change. Depending on the predominance of one or another vector, its social priorities and prospects, the ability to implement an action program, maintain qualitative certainty, integrity, and identity are determined. At the same time, professional ethics are able to independently regenerate the moral foundations that are "dying out" in society, acting as centers for the preservation and development of morality and morality, bringing and developing humanistic meanings into human life.

Professional activity is carried out in the process of communication and teacher behavior. This aspect of pedagogical activity is the most important characteristic of professional activity. Pedagogical orientation of communication implies the ability to continue the implementation of the main task of professional activities, using various forms and methods of their work. Its content is closely associated with the pedagogical orientation and skill of the teacher. In professional activity, communication occupies a special place and is his duty, because she herself the nature of pedagogical activity is inconceivable without communication. At the same time, it is not easy contacts, but an important form of socio-psychological interaction between people. way communication in professional activities is the exchange of information, personality attitudes, its position, rules and methods of behavior, etc. are formed.

Communication performs the most important function of feedback in professional activities, thanks to which he draws the necessary information from the primary source about students' moods, their opinions, needs, interests, etc. The formation of pedagogical relations requires personal self-improvement in the course of their professional activities. This process carried out in two main directions.

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